Organizational learning and lecturer performance The mediating position of voluntarily creative roles

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Organizational Learning and Lecturer Performance: The Mediating Position of Voluntarily Creative Roles

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Abstract: In this article, an analytical model is drawn from an extensive literature review on organizational learning and social exchange, which generates the proposition of a voluntarily creative role as a concept that is able to mediate the relationship between organizational learning and lecturer performance. Six hypotheses were tested using structural equation modeling. The results indicate that the use of human resources, through a creative ability that is bound by a passion to selflessly serve and dedicate, can encourage lecturers to share tacit knowledge-sharing techniques with other colleagues and to accomplish all of the responsibilities and obligations predetermined in their learning objectives. Therefore, the concept of the voluntarily creative role can be practiced as a tool for human resources to develop organizational knowledge and to increase lecturers' performance.

Keywords: Voluntarily Creative Role, Tacit Knowledge Sharing, Generative Organizational Learning, Lecturer's Performance

Introduction

To anticipate increasingly tight competition in the era of globalization, it is necessary to change the paradigm of higher education based on knowledge management. Here, the role of knowledge sharing becomes crucial in improving the human ability to think logically and to generate innovation. Lecturers, in relation to the sustainability of knowledge transferring, need to develop a guiding model for their colleagues in order to strike a balance between creativity, innovation, and morality.

There are some inconsistencies in the research findings regarding the relationship between organizational learning and employees' performance. Kumar and Rose (2012), Larsson and Sooksaengprasit (2013), and Tahir et al. (2011) revealed the significant relationship between these constructs. In comparison, Chong et al. (2011) and Rustiana (2010) stated that employee training and learning opportunities do not affect the performance of employees. How can knowledge that has been acquired by individuals within the organization as a result of continuous learning be shared with all members of that organization? The most common problem is that the amount of knowledge within the organization is controlled by just a few individuals. Therefore, when the individual leaves an organization, the organization will most likely lose this knowledge (Gupta and Govindarajan 2000).

Many organizations are still not aware of the hidden potential of the knowledge possessed by members of their organization. Research from Dhelphi Group (as cited in Setiarso 2006) found that the knowledge within an organization is largely stored under this structure: 42 percent in the members' minds, 26 percent in paper documents, 20 percent in electronic documents, and 12 percent in electronic-based knowledge. However Lu, Leung, and Koch (2006) found that

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employees are not willing to share their knowledge, since they assume that knowledge is very important and must be protected in order to secure their position within an organization, making them indispensable. Hence, storing this knowledge becomes a natural tendency, which may be difficult to change (Bock and Kim 2002).

Because of this, it appears that sharing their knowledge and expertise creates a conflict of interest between the individuals involved. Individuals are less likely to share their knowledge in all circumstances, because knowledge is their intellectual property and benefits them personally. For this reason, people may be reluctant to share their knowledge with other colleagues (Lu, Leung, and Koch 2006).

Based on the theoretical gap as previously posed, this article attempts to explore the factors contributing to lecturer performance. This study aims to answer the aforementioned problem by focusing on an analysis of organizational learning and lecturers' performance by proposing the role of knowledge sharing and a voluntarily creative role as valuable variables.

Literature Review and Hypotheses

The Influence of Generative Organizational Learning on the Voluntarily Creative Role

Organizational learning is the central element in management knowledge (Svetlik and Stavrou-Costea 2007). Organizational learning has been described as a process to improve action through knowledge and to help facilitate a better understanding (Fiol and Lyles 1985; Garvin 2000; Marquardt 1996). In a similar notion, Curado (2006) stated that organizational learning is a way to foster new ideas, creativity, active learning, innovation, knowledge, and best practices. Organizational learning enables the organization to encourage the creativity and innovation of employees. Kyle´n and Shani (2002) concluded that the majority of companies measure their growth in the ideas, designs, solutions, products, and services that emerge from creative thinking. Creativity is the ability to create, based on the data or information provided, and to find many possible solutions to a problem. It emphasizes the quantity, efficiency, and diversity of answers.

Previous literature, such as Robinson and Curry (2005) and Marquardt (1996), introduced the concept of volunteering behaviors and generative organizational learning, including benefitting others, sharing knowledge, and working cooperatively. A voluntarily creative role is defined as a role of commitment to the work, based on the values of creation through service and self-dedication (Marquardt 2002; Senge 1990; Marsick and Watkins 1993; Nonaka dan Takeuchi 1995). These concepts can encourage creativity and active learning as well as foster the development of new ideas, knowledge, and best practices fueled by individual motivation. Organizational learning is able to produce individual capabilities in an effort to improve the quality of work (Argyris and Schön 1978; Chiva and Alegre 2005; Fiol and Lyles 1985; Nonaka and Takeuchi 1995). In light of the above arguments, we conclude that creativity is the ability to show alternative ways of doing the existing work, supporting the achievements of effectiveness, efficiency, and work productivity. We assume that the higher the level of generative organizational learning, the higher the level of the voluntarily creative role will be.

Some studies outline that individual employee engagement and willingness to take risks can improve creative efforts, including cognitive, affective, social-relational, and motivational dimensions (Dewett 2004; Mainemelis and Ronson 2006). Perry-Smith (2006) states that social relationships are likely to promote the teaching of creativity. Some (e.g Schein 1999) believe that organizational learning is a result of individual generative learning. Hence, the conducive organizational climate is perceived to have a positive relationship with creativity (Choi, Anderson, and Veillette 2009). More specifically in the educational context, Kampylis, Berki, and Saariluoma (2009) state that a well-trained teacher is positively related to the realization of students' creativity. Furthermore, Hämäläinen and Vähäsantanen (2011) state that collaborative learning conditions in educational institutions are related to the creative work of the group.

Therefore, we propose the following hypothesis: Generative organizational learning positively influences the voluntarily creative role (H1).

The Effect of Generative Organizational Learning on Tacit Knowledge Sharing

Organizational learning is regarded as the core capability of the organization and is considered the key element in the organization's strategy to reform and survive in the long run. Previous studies proved that organizational learning has an effect on knowledge sharing. Knowledge is a combination of experiences, values, contextual information, views, and basic intuition that provides a framework to evaluate and integrate new experiences (Davenport and Prusak 1998). Polanyi (1966) provided a distinction between tacit and explicit knowledge. Explicit knowledge is knowledge that can be easily codified, communicated, transferred, and documented in a systematic language such as words and pictures (Davenport and Prusak 1998; Nonaka 1994; Nonaka and Takeuchi 1995).

Tacit knowledge is personal, specific, and subjective knowledge that is rooted in action, committed to involvement, and happening in a particular context (Nonaka 1994). Hence, tacit knowledge sharing is defined as the relationship of such knowledge between two or more individuals who are involved in fostering knowledge within the organization and carrying it out through social interaction (Szulanski, Cappetta, and Jensen 2004; Sharratt and Usoro 2003; Nonaka and Takeuchi 1995; Nonaka 1994). Polanyi (1966, 4) further stated that tacit knowledge is a thing that "we know more than we can tell." The sharing of tacit knowledge encourages people to think creatively.

Yeung, Lai, and Yee (2007) stated that the superior performance of organizational learning is affected directly and indirectly through knowledge sharing. Tee and Karney (2010) showed that online learning creates a strong potential to support the learning processes necessary for students to foster tacit knowledge. The following hypothesis is thus offered: Generative organizational learning positively influences tacit knowledge sharing (H2).

The Effect of Generative Organizational Learning on Lecturer's Performance

The organizational learning model proposed by Argyris and Schön (1978) is commonly considered to be the basis for generative organizational learning. Other studies (e.g. Garvin 2000; Bateson 1972; Nonaka 1994) also emphasize the active integration between new knowledge and acquired knowledge. Tahir et al. (2011) proved the importance of organizational learning for both an organization and its employees.

Sessa et al. (2011) revealed that the generative learning levels are able to produce individual capabilities in an effort to improve the quality of work, which aims to adjust the overall rules and norms of the organization—not only for specific activities, but also to learn proactively and to deliberately apply this new knowledge. Munjuri (2011) found that the practice of human resource management (i.e payment, training, and employee empowerment) has an impact on improving the performance of employees. Job design and job security also have a high impact on performance.

Mirheidary et al. (2012) examined organizational learning in terms of job involvement. Cascio (2006) explained that full engagement in the workplace enables employees to perform well and to actively participate in accomplishing their work or duties because they consider the job to be important. Employee engagement is classified as a positive action or any action related to their state of mind, characterized by vigor, dedication, and absorption (Schaufeli and Bakker 2004). Employees who have a high level of job involvement will give their best effort in their work, including going above and beyond what is expected. This behavior provides benefits for the organization, not merely for the employees. Active involvement in learning builds affective commitment (Kanter 1968; Nonaka 1994). Moran (2006) found that commitment affects creativity, and that the individuals who are committed to the organization are those who want to

innovate, create, and meet customer's needs, as well as finding ways to improve business operations. As previously stated, there is a significant relationship between organizational learning and employee performance.

More specifically, the previous discussions point out the link between generative organizational learning and the lecturers' performance as teachers in their own classroom setting, mostly indicating a positive relationship. In examining the relationship between generative organizational learning and the performance of teachers, Opfer and Pedder (2011) and Alter, Hays, and O'Hara (2009) state that experiences, training, and organizational knowledge learning affect classroom teaching practices. In addition, aside from an individual professional track, the lecturers' performance as educators is also determined by the professional development community. In this context, the study of Hadar and Brody (2013) gives an insightful overview, stating that a transformative process is closely linked to individual progress in educational thinking, and generative discussion and talk of student learning likely promotes the teachers' career advancement. The positive interaction between the learning activity, the teacher, and the school also affects overall learning (Opfer and Pedder 2011). Goldsmith, Doerr, and Lewis (2014) find that knowledge development can improve teaching ability. Thus, we offer the following hypothesis: Generative organizational learning positively influences the lecturer's performance (H3).

The Influence of Tacit Knowledge Sharing on the Voluntarily Creative Role

Knowledge sharing within an organization is an extra role behavior and is rarely associated with employee compensation or performance appraisal. Davenport and Prusak (1998) stated that this sharing is a voluntary act that distinguishes it from a routine report or company policy. Altruism is an expensive activity for the benefit of others (Chattopadhyay 1999). Essentially, some people can share experiences and knowledge with others without thinking about receiving a benefit from the interaction. Pavlovich and Krahnke (2012) explained that the behavior of sharing encourages the integration of affective and cognitive awareness, which facilitates the ability to find the common ground while finding solutions, and the resulting empathy increases connection through altruistic action.

Furthermore, employee creativity is characterized by fluency and originality in thinking, uniqueness, the ability to solve problems, flexibility, the ability to elaborate ideas, and the creation of new products and services. Creativity arises when individuals make changes not only because of their personal qualities, but also because they have a chance to experiment freely with their ideas (Csikszentmihalyi 1990). Creative thinking and knowledge are closely linked (Edmonds and Candy 2002). Nonaka and Takeuchi (1995) explained that in order to respond to the challenges of an external environment, employees need to be competent in a wide range of knowledge and skills, and they must also have the motivation (Cummings and Oldham 1997). Wang and Jia (2005) emphasized the increase of the additional value achieved through flexibility, creativity, and effectiveness of knowledge, and the use of this knowledge to create economic value. Similarly, the study of Wang, Huang, and Yang (2012) found that the software development team showed their creativity through interaction with its members, because creative software development requires teams to share knowledge with each other. Thus, we propose the following hypothesis: Tacit knowledge sharing positively influences the voluntarily creative role (H4).

The Effect of the Voluntarily Creative Role on Lecturers' Performance

Borman and Motowidlo (1997) introduced the concepts of task performance and contextual performance. Task performance refers to specific work behaviors, including core job responsibilities, whereas contextual performance refers to non-job-specific behaviors such as volunteering for extra work, following the rules and regulations, persisting with enthusiasm, and

supporting or defending the organization. Sangster (2003) found that there is a positive relationship between work loyalty and attention to others. Hence, employee loyalty positively affects organizational performance. Social interaction and exchange among individuals have positive effects on the community, such as sympathy, cooperation, assistance, donations, and altruism. Altruistic behavior is the behavior of caring and helping others sincerely, asking nothing in return. An altruist will focus on helping others or on the intention to selflessly do something for others, in the form of moral determination. This act is the core value in many cultures and is central to many religions. Wu, Lee, and Tsai (2012) found that technological creativity and analytical capabilities have a positive and significant effect on individual and team performance. In general, creativity is needed in almost every occupation, as it affects innovation.

In regards to the unique nature of the organizational structure and specific learning environment in a classroom that develops the distinguishing characteristics of the influence of a voluntarily creative role on the lecturer's performance, we need to consider the previous studies that initially found this relationship. Teachers' creative performance is highly related to classroom practice and teaching performance (Sawyer 2004). Horng et al. (2005) state that promoting creative thinking, including hard work, motivation, and teaching beliefs, positively influence effective teaching. However, Leung and Silver (1997) state that though the teaching performance is significantly influenced by the teachers' knowledge, it is unlikely that this is related to verbal creativity. Shulman (1987) stated that teaching comprehension, transformation, and reasoning are connected to teaching performance. Most importantly, Davidovitch and Milgram (2006) state that the creative thinking ability of university teachers can be used as a useful determinant of lecturers' teaching performance. Hence, we propose the following hypothesis: Voluntarily creative roles positively influence the lecturers' performance (H5).

The Effect of Tacit Knowledge Sharing on Lecturers' Performance

The purpose of knowledge sharing is to create conditions in which innovative ideas can be captured, shared, and upgraded to new knowledge. More specifically, Du Plessis (2007) stated that tacit knowledge sharing has a positive influence on an individual's innovation capability. Other studies by Kang, Kim, and Chang (2008) found that knowledge sharing is able to improve the performance of employees or individuals. Based on the analysis of 212 local government officials in South Korea, Park and Im (2001) asserted that knowledge sharing increases the performance of each employee.

Sharing knowledge is a way to encourage the exchange and creation of knowledge as well as to improve performance in an intellectual capacity. This performance can be efficiently improved in various organizations if employees communicate information, experiences, opinions, and their understanding to each other (Liebowitz and Beckman 1998). Overall, the tacit knowledge sharing of scientific and learning processes is to improve individual quality and organizational performance. Thus, the following hypothesis is offered: Tacit knowledge sharing positively influences the lecturers' performance (H6).

Research Method

Sampling

The study used a stratified random sampling technique and was conducted at private universities in Central Java, Indonesia. The sampling method of this research was stratified random sampling that assumes all elements of the population in each level have equal opportunities. The sampling method of this study was determined based on the criteria of the top 100 best universities in Indonesia ranked by Webometric. Of these best universities, six are private universities in the Central Java region: Muhammadiyah University of Surakarta, Satya Wacana Christian University of Salatiga, Sultan Agung University, Dian Nuswantoro University, UNISBANK, and

Sugiyapranata Catholic University, four of which are based in Semarang. In addition, each respondent was individually determined by the following criteria: he or she is a permanent lecturer or tenured faculty has a national lecturer registration number, has minimally obtained a master's degree, holds a functional position in the provincial leadership of the private universities of Central Java, and is either an associate professor and/or holds a doctoral degree.

This study employed a model estimation maximum likelihood (ML), with the minimum number of samples, according to the Structure Equation Model (SEM) used, of 100–200 (Kline 2011). Accordingly, a total of 375 questionnaires for this study were distributed to lecturers who were randomly selected from those private universities. A total of 333 were returned (a response rate of 88.8 percent). Subsequently, forty-nine questionnaires were discarded because of their partial answers and outliers, resulting in 283 questionnaires that were able to be used in further analysis.

Measures

For each variable, we used a Likert-style scale ranging from one (strongly disagree) to seven (strongly agree). In order to measure the generative organizational learning, we used a scale developed by Argyris and Schön (1978), Fiol and Lyles (1985), Senge (1990), Garvin (2000), and Chiva and Alegre (2005) for measuring an organization's learning ability to update and to elaborate knowledge, to learn proactively, and to find innovative solutions.

For the voluntarily creative role construct measurement, we considered creativity dimensions and voluntarily role dimensions. In measuring the variable, we considered the multidimensional perspectives of Nonaka and Takeuchi (1995), Argyris and Schön (1978), Kyle´n and Shani (2002), Ferdinand (2006), Cnaan, Handy, and Wadsworth (1996), Podsakoff et al. (2000), Robinson and Curry (2005), and Turnley et al. (2003), including a combination of individual creativity and voluntary roles in accommodating new thoughts, delivering original ideas, actively participating in making innovations, being loyal to the progress of the organization, and being flexible and tolerant.

In general, tacit knowledge sharing includes the sharing of ideas, knowledge, ability, and experiences among an organization's employees. This study measures tacit knowledge sharing items as developed by Wasko and Faraj (2005), Nonaka and Takeuchi (1995), Sharratt and Usoro (2003), and Szulanski, Cappetta, and Jensen (2004). The four items are used to reflect the level of tacit knowledge sharing, including sharing successful ideas and tips, collaborating in solution-finding, sharing proficiency, and sharing experiences.

To empirically measure the lecturer's specific competencies and the role of voluntarily creative roles and organizational learning is evidently a challenging task, because most literature mainly discusses performance in school environments or corporate contexts. In addition, the lecturers' performance is not only determined by their individual achievement in the domain of their classroom environment, learned knowledge, and job enthusiasm, but is also determined by such activators as students, universities, colleagues, sponsors, and outside classroom involvement such as workshops, job training, or other organizational opportunities. In this regard, we measure the lecturers' performance variable by the criteria developed by Wiklund and Shepherd (2003), Prieto and Revilla (2006), Sukirno and Sununta (2011), Perry-Smith (2006), and by stipulations that are regulated in the National Act No 14/2005, including teaching performance, individual or group research performance, publication performance, performance in social activities, and learning-related activities. These items have included the consideration of lecturer's individual achievement in the domain of the classroom environment (teaching performance), participation in social activities (performance in public involvement), and in outside activities involving students, universities, colleagues, and sponsors, including workshops, job trainings, or other organizational opportunities (learning-related activities and publication performance).

Statistical Analysis

The model test suggests that this model fits the data used in the study. This is indicated by chi-square (122.818), probability (0.249 ≥ 0.05), GFI (Goodness of Fit Index) (0.95 ≥ 0.90), AGFI (Adjusted Goodness of Fit Index) (0.936 ≥ 0.90), RMSEA (Root Mean Square Residual), NFI (Normal Fit Index), IFI (Incremental Fit Index), and CFI (Comparative Fit Index) (0.996 ≥ 0.95), which are all within the expected value range. The results of the confirmatory factor analysis through the software AMOS 20 show that each indicator in the model is declared as fit, so the Structural Equation Model (SEM) can be analyzed.

Table 1: Results of the Goodness of Fit Test for the Analytical Model

Description	Chi-square	Prob.	GFI	AGFI	CFI	TLI	CMIN/DF	RMSEA
Cut of Value	326.443	≥ 0.05	≥ 0.90	≥ 0.90	≥ 0.95	≥ 0.95	≤ 2.00	≤ 0.08
Result of Test	122.818	0.249	0.953	0.936	0.996	0.995	1.087	0.018
Conclusion	Fit	Fit	Fit	Fit	Fit	Fit	Fit	Fit

Note: Prob. = Probability; GFI = Goodness of Fit Index; AGFI = Adjusted Goodness of Fit Index; RMSEA = Root Mean Square Residual; NFI = Normal Fit Index; IFI = Incremental Fit Index; CFI = Comparative Fit Index

Hypotheses Testing

The variable of generative organizational learning has a positive effect on the voluntarily creative role (CR = 4.349, p < 0.01). Thus the first hypothesis is accepted, meaning that the higher the level of generative organizational learning, the higher the voluntarily creative role. Furthermore, the variable of generative organizational learning also has a positive effect on tacit knowledge sharing (CR = 3.727, p < 0.01) and has a positive effect on lecturer performance (CR = 2.239, p = 0.041). Therefore, the second hypothesis is accepted. This means that the higher the level of generative organizational learning, the higher the level of tacit knowledge sharing. Also, the third hypothesis is accepted, which means that if generative organizational learning is higher, lecturer performance is higher too.

Table 2: Hypotheses Testing

Regression Weights			*Estimate*	*S.E.*	*C.R.*	*p*
Voluntarily Creative Role	←	Generative Organizational Learning	.251	.057	4.394	***
Tacit Knowledge Sharing	←	Generative Organizational Learning	.273	.073	3.727	***
Lecturer's Performance	←	Generative Organizational Learning	.161	.079	2.239	.041
Voluntarily Creative Role	←	Tacit Knowledge Sharing	.219	.053	4.106	***
Lecturer's Performance	←	Voluntarily Creative Role	.445	.109	4.095	***
Lecturer's Performance	←	Tacit Knowledge Sharing	.202	.075	2.700	.007

Note: **p < 0.05 ***p < 0.01

The variable of tacit knowledge sharing has a positive influence on the voluntarily creative role (CR = 4.106, $p < 0.01$). Therefore, the fourth hypothesis is accepted, meaning that if the level of tacit knowledge sharing is higher, the voluntarily creative role is higher too. The subsequent testing of the influence of the variable on the voluntarily creative role reveals a positive effect on the lecturers' performance (CR = 4.095, $p < 0.01$). Therefore, the fifth hypothesis is accepted, meaning that when the voluntarily creative role is higher, the level of lecturer performance is higher too. Finally, the variable of tacit knowledge sharing has a positive influence on lecturer performance (CR = 2.700, $p < 0.007$), meaning that if the level of tacit knowledge sharing is higher, the level of lecturer performance is also higher.

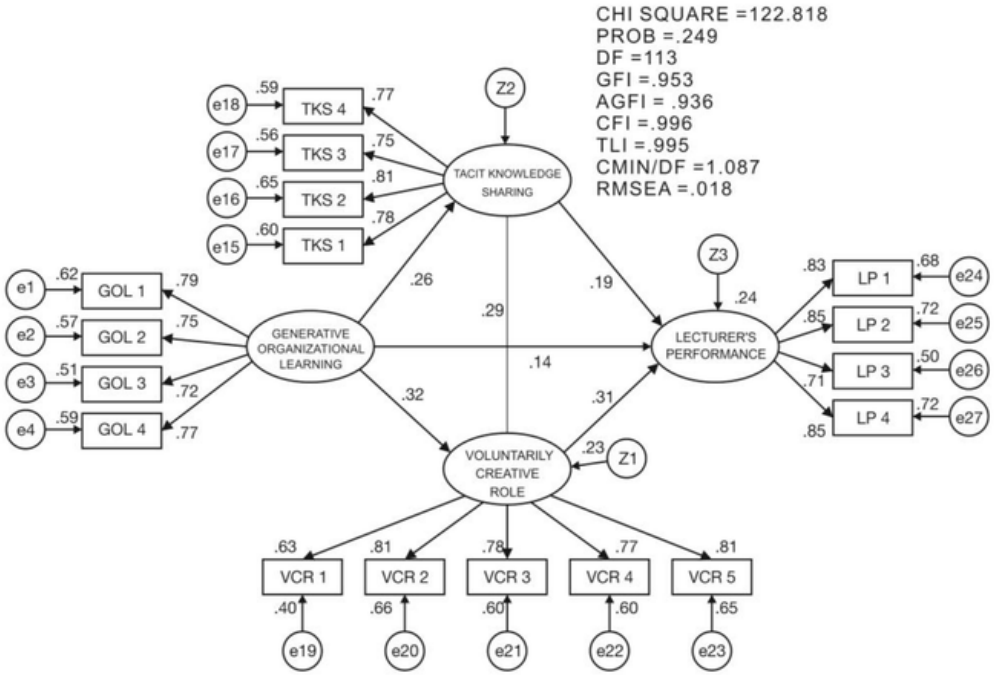

Figure 1: Construct Confirmatory Analysis

Discussion

This study is in line with the study of Kerka (1995) and revealed the concept of the learning organization as the combination of learning urgency, sustainability, and effectivity. When it is distributed actively, every experience will be assumed to be an opportunity to learn. These results indicate that organizational learning is a way to foster new ideas, encourage creativity, actively learn, share knowledge and best practices, and innovate. The addition of valuable knowledge through intensive generative learning processes will improve the ability to transfer this knowledge to other lecturers as well as to students, and this is one key to improving the quality of the lecturers.

The enhancement of the voluntarily creative role can be built by a generative learning organization, and hence, Sessa et al. (2011) and Singh (2008), who examine how the learning organization model affects commitment, confirm that affective relationships lead to high involvement (Kanter 1968; Yeo 2002). A high level of working commitment gives an individual concern for the organization and causes them to become actively involved in taking the organization in a better direction (Amabile 1983; Moran 2006). These results indicate that the learning process in the organization begins with the perspective of individuals who want to learn in the context of the organization. The aim of modifying behavior is to describe the knowledge

and search for new insights into creativity and innovation. In addition, many authors and education experts agree that learning is a social activity and that the best place to learn is in a group (Buckley and Giannakopoulos 2012). This result is also in line with Curado (2006), indicating that generative organizational learning is used as a strategy for self-control. It enriches the skills and capabilities of human resources as well as knowledge that can improve performance. Organizational learning will facilitate behavioral changes that can lead to an improved performance.

The results also highlighted that the accumulation of knowledge from this learning is then distributed to the other members of the organization. Eventually, the organization's members will need each other. Therefore, they will create an emotional bond to act in accordance with the organization's plan. The fact that lecturers are capable of thinking systemically to accomplish their work and to deepen their self-mastery can improve their skills in order to commit to the transfer of knowledge and experience. This study reinforces previous research, demonstrating the significant effect of tacit knowledge sharing on a voluntarily creative role (Edmonds and Candy 2002; Kankanhalli, Tan, and Wei 2005; Phipps and Prieto 2012; Wang, Huang, and Yang 2012; Pavlovich and Krahnke 2012). The result of this study also corroborates Davenport and Prusak's (1998) finding that sharing is a voluntary act. On the other hand, creativity in an interaction that requires teams to share knowledge with one another (Wang, Huang, and Yang 2012). Consequently, sharing implies a conscious action by an individual who participates in an exchange of knowledge even though there is no necessity to do so.

These results reveal the importance of dedication and belief in the power of an individual to do their work. Further, the individual is able to think systemically to complete his or her work and is able to deepen his or her self-mastery with self-confidence. Hence, they can improve their skills and better accomplish their tasks and responsibilities. These results are consistent with previous research justifying the fact that creativity has a positive and significant impact on an individual's performance (Coelho, Augusto, and Lages 2011; Jokari, Jorfi, and Ebadi 2012; Lee and Tan 2012; Phipps and Prieto 2012; Wang and Jia 2008; Wu 2013; Wyer, Donohoe, and Matthews 2010). Musick, Wilson, and Bynum (2000) stated that a voluntary act is generally presented as the ability of a person to contribute ideas, power, and wealth in order to help others solve a problem without asking for a reward in return.

Work and achievement are most likely not only motivated by financial benefits but by more important factors as well, such as the existence of believed values and principles like sharing knowledge as an added behavior. Personal values are a set of principles upheld by a person and are used to achieve a variety of life objectives. This study has similarities that corroborate the previous studies (Wu, Lee, and Tsai 2012; Javadi et al. 2012; Park and Im 2001; Kim and Lee 2010), which found that tacit knowledge sharing has a positive and significant impact on employees' performance.

Conclusion

The results of this study are expected to have positive implications on theoretical development by enriching the body of science, particularly on human resource management. The voluntarily creative role is able to fill the research gap between organizational learning and individual performance. This finding is important because the lecturer is a valuable asset that must be managed by higher education institutions in order to provide an optimal contribution and to achieve the objectives of the institution. The voluntarily creative role can be used as a tool in managing human resources, specifically for the lecturers' development, as it will affect the lecturers' performance. Hence, it is necessary to make an effort to optimize the transfer of creativity by giving the opportunity to learn new skills, by developing lecturers' creativity through appropriate training in their specific disciplines, and by providing free and safe learning forums for lecturers to express their creative thinking.

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